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ABSTRACT

Selected papers presented in this book are: "Changing Concepts of Self-Direction in Learning" (Long); "The Transition from Learner-Control to Autodidaxy: More than Meets the Eye" (Candy); "Self-Directed Learning and the Theory of Adult Education" (Jarvis); "On the Theme and Variations of Self-Directed Learning" (Gerstner); "Self-Directed Learning--A Growth Process?" (Eisenman); "Analysis of Practical Thinking in Self-Directed Learning" (Peters); "Adult Self-Direction in Learning: A Meta-Analytic Study of Research Using the Self-Directed Learning Readiness Scale" (McCune, Guglielmino, Garcia); "Structural Analysis of the Self-Directed Learning Readiness Scale: A Confirmatory Factor Analysis Using Lisrel Modeling" (West, Bentley); "The Concept of Distance in Self-Directed Learning" (Adekanmbi); "Action Science as a Paradigm for a Critical Theory of Self-Directed Learning" (Dorsey, Manning, Shindell); "The Wright Brothers as Self-Directed Learners: The Role and Relation of Goal Setting, Feedback and Motivation during the Process of Their Self-Directed Learning Project" (Cavaliere); "Self-Directed Learners: Women Climbing the Corporate Ladder" (Lambert, Rountree-Wyly); "The Drive to Learn: Self-Directed Learning in a Formal Institutional Setting" (Sgroi); "Self-Direction in Adult Second Language Learning" (Nolan); and "Toward a Theory of Self-Directed Learning: An Appraisal of Gibbons' Principles and Strategies" (Long, Agykum). Most papers include substantial bibliographies. The volume includes 11 tables and 15 figures. (MN)